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COURSE DESCRIPTIONS

Throughout pre-service training, Progress Records may be completed that document Trainee's affective skills (demonstrating respect, willingness to participate, empathy, receive feedback, etc.) Participants will also complete pre- and post tests that chart cognitive progress in training.

MODULE I: Orientation & Foundations of Practice

GETTING TO KNOW DCS:

During this two-day experience, new employees will learn about the operational side of the Department of Child Services. This introduction to the big picture gives the "who, what, when, where, why and how's" of the Agency each member needs to go forth as a successful member of the State Team. **The Pre-Test for Modules I and II will be administered.**

POLICY TOOLS OVERVIEW:

This course is about where to find and how to better understand Policy, Procedure, and Practice Guidance. It will take the trainee through a comprehensive process of the "Life of the Case" that will offer insight to the practical application of child welfare techniques. Participants will gain a broad understanding of the flow of a child welfare case and will be prepared for remaining trainings that fully explain the life of a case. Participants will know where the DCS policy manual is located and will understand the layout of the policy chapters and apply this knowledge by successfully finding DCS policies.

ORIENTATION AND FOUNDATIONS OF PRACTICE IN COUNTY OFFICE:

Introductions to unit, staff, county. Participants may shadow experienced workers, observe case conferences, familiarize self with agency locations, court, community resources, etc. The Supervisor will discuss expectations of worker regarding training. The Supervisor will familiarize new worker with evaluation procedures and timeframes. Trainees would familiarize themselves with the physical layout of the office and location of parking, court facilities, prosecutor's office, probation office, space they will occupy on TOL days, etc. The Trainee may have discussions with payroll clerk or other personnel to obtain more specific information about selection of benefits, direct deposit for payroll/travel, etc. Trainees could obtain pertinent phone, e-mail and fax information which they will need to maintain communication such as in the event of an absence. On-call sign up could be completed, but only scheduled following the trainee's anticipated graduation date. Trainees may wish to speak to Supervisor who will be handling the trainee's A-4 (following initial A-4), about the process. Participants may listen in on screening calls. Sometime during the day, the trainee should be afforded the opportunity to have exposure to some aspect of the job.

MODULE II: Intake and Investigation

LEGAL:

This course addresses the legal base for child welfare practice. Legal definitions of abuse, neglect, and dependency, the Neglect/Abuse Reporting Statute, and an overview of the juvenile court process will be discussed; as well as the permanent commitment process, good testimony, and the caseworker's role and responsibility in the courtroom.

PRACTICE MODEL:

This training focuses on interpersonal helping skills and competencies for a strength-based and family-centered model of practice – consistent with the Department of Child Services (DCS) Model of Practice and Practice Principles. More specifically, this course focuses on teaming for outcomes, engagement, empathy, reconnection with families' experience, interpersonal helping, strengths-based and family-centered practice. It is expected that workers will consistently engage families and co-workers with respect, genuineness, empathy and trustworthiness. Core Elements of the Helping Relationship focus on the following: Engagement, Teaming, Assessment, Planning, Intervention, Reassessment and Affirmation, and Closure.

WORKER SAFETY:

This course will provide Family Case Managers and Supervisors "state-of-the-art" information on risk management and safety concerns. This course will help workers recognize unsafe situations before entering the home and develop practical and useful methods of crisis intervention. Staff will see immediate gains and develop the capability to implement many of the course concepts immediately in their jobs. Participants will also learn special precautions when dealing with situations that involve methamphetamine environments.

FAMILY-CENTERED CHILD PROTECTIVE SERVICES:

Whatever their area of service delivery may be, all family case managers need an understanding of the basics of child protective services. This course defines and describes the protective services process in a family-centered model; explores social work and child welfare values; teaches the identification and assessment of abuse and neglect; teaches the philosophy of a risk/safety/needs assessment and thorough family assessment; reviews issues of cultural competence; and defines the role and responsibility of the child welfare agency and caseworker to provide family-centered, culturally competent child welfare practice. The following are included in the activities of this class: Screening of reports, Safety, Risk and Needs Assessment tools, Early Mental Health Screening, basic interviewing, an introduction to sex abuse investigations, issues of domestic violence and substance abuse.

ICWIS SKILL BUILDING: INTAKE AND ASSESSMENT/INVESTIGATION:

Trainees will learn how to navigate through the Indiana Child Welfare Information System. They will utilize the Child Welfare Services Manual. Topics covered will include definitions of abuse and neglect, intake and completion of a 310, screening reports, and the CPS investigation. Trainees will complete safety, risk, and needs assessments. The curriculum will focus on making placement decisions, visitation, the initial hearings process, and working with biological, and foster, and adoptive families. The Multi-Ethnic Placement Act, the

Chafee Foster Care Independence Program, the Adoption Assistance Program, and the Interstate Compact on the Placement of Children will be covered. Participants will learn to use the Field Guides to Child Welfare. This orientation teaches new workers to work within the ICWIS System, specifically Intake and Investigation modules. This training will describe how the DCS Policies, use of the Field Guides and ICWIS documentation can support the Vision, Mission and Values of DCS. The training more specifically explains how the assessment of Safety, Risk, and Needs guides decisions regarding the Level of Service for children and families.

TOL: INTAKE AND ASSESSMENT/INVESTIGATION:

Skill Reinforcement Activities provide choices for how the tasks are completed and performance criteria. The timing of the tasks depends upon the events that are occurring in the office, with families, in the community. All objectives and activities are to be overseen by the Supervisor and written documentation of date completed and assessments to be filed. The four learning Modules with Transfer of Learning (TOL) and three-week on-the-job Skill Reinforcement (OTHJSR) Module intend to develop/build particular skills and Practice standards. TOL and OTHJSR Activities represent choices the Supervisor and Worker can make to optimize the individual worker's capacity to perform the job. Some Activities **require** completion. Others are available for enriching and enhancing competence, or may provide opportunities that cannot be predicted to occur (if they occur, take advantage of them!). The Supervisor and Worker can choose HOW these activities get completed in best meeting the individual worker's needs.

The Post-Test for Modules I and II will be administered on the first day of TOL and the Pre-Test for Module III will be administered on the last day of TOL.

MODULE III: Case Planning

IMPACT OF CULTURE AND DIVERSITY IN CHILD WELFARE SERVICES:

This course in culture is designed to provide a basis of a culturally competent journey beginning with self-awareness, moving to the application of cultural competence tools in practice. The course explores subtle, yet significant signals that can give cues about cultural norms. Definitions help clarify actual meanings of words that may be widely interpreted, and help bridge understanding of potential clashes. Culture is well defined to include and go well beyond race, ethnicity and gender. Trainees will self-assess and monitor their own cultural competence and practice using a 10 item continuum throughout the course. They will experientially examine their own cultural heritage and relate that to how biases have the potential to affect decision-making. Exercises designed to develop empathy and commitment to learning about hidden rules will help the participant develop skills in learning about any new cultural context. Trainees will delve in-depth into the discernment of values, norms and behaviors and see how they can affect oppressive cycles in serving families. Power dynamics also play a role in cultural schisms (or bridges) and the trainees will integrate understanding of power as it relates to culture. In particular, classism is addressed by detailing the culture of generational poverty. Statistics and multiple references are used in illustrating connections between poverty as a culture and potential impact for families at risk for or experiencing issues of child safety. A synthesis of this material is linked to case management and case planning by using specific relevant examples.

CASE PLANNING AND FAMILY-CENTERED CASEWORK:

To assure timely, high quality, culturally relevant service to families, caseworkers must learn to see case planning as a joint effort with the family. In this course, participants will learn to engage and involve families in the service planning and delivery process, rather than relying solely on their prescribed authority. Trainees will come to see casework as the intervention method that best promotes family preservation. They will learn the proper techniques for establishing a casework relationship; how to complete an individualized family assessment and the family's case plan, including developing appropriate goals, objectives, and activities; the dynamics of "resistance," and motivational interviewing strategies.

ICWIS SKILL BUILDING: CASE MANAGEMENT:

Participants will learn how to document and record case management in a way that is consistent with the Vision, Mission and Values and Practice Principles of DCS. Trainees will learn how to complete information in Hearings that populates on a Case Plan; complete Removal/Placement information that populates on a Case Plan; complete Demographics information that populates on a Case Plan; identify the measurements ICWIS looks at for determining when a Case Plan is due; document when a Case Plan Conference is held and who attended; complete a Case Plan in ICWIS that can receive supervisory approval; and print a Case Plan from Tracking. Additionally participants will list/be familiar with the time limits for required face to face contacts for children who are in-home or out of home CHINS, IAs, and SRAs; identify at least 5 sources of information for completing the Case Plan; demonstrate ability to navigate within the ICWIS application, finding online help, specific screens, specific fields, reports, and utilize various features of the computer application. Participants will learn to analyze a state statute or policy regulation; locate items on the ICWIS Bulletin Board and in the Field Guides; differentiate between case plan objectives and activities; identify key time frames within which key child welfare activities must be completed; Screen, and replace a known ICWIS case participant. Trainees will identify several purposes and uses for frequent visitation between parents and children.

TOL: CASE MANAGEMENT:

The Skill Reinforcement Activities provide choices for how the tasks are completed and performance criteria. The timing of the tasks depends upon the events that are occurring in the office, with families, in the community. All objectives and activities are to be overseen by the Supervisor and written documentation of date completed and assessments to be filed. The four learning Modules with Transfer of Learning (TOL) and three-week on-the-job Skill Reinforcement (OTHJSR) Module intend to develop/build particular skills and Practice standards. TOL and OTHJSR Activities represent choices the Supervisor and Worker can make to optimize the individual worker's capacity to perform the job. Some Activities **require** completion. Others are available for enriching and enhancing competence, or may be opportunities that cannot be predicted to occur (if they occur, take advantage of them!). The Supervisor and Worker can choose HOW these activities get completed in best meeting the individual worker's needs. **The Post-Test for Module III will be administered on the first day of TOL and the Pre-Test for Module IV will be administered on the last day of TOL.**

MODULE IV: Placement and Permanency

EFFECTS OF ABUSE/NEGLECT ON CHILD DEVELOPMENT:

Effective child welfare work requires a solid grasp of child development. This course examines the developmental consequences of child abuse and neglect from birth through adolescence, establishes a framework for the early recognition of developmental problems, and stresses the importance of including developmental and remedial services in child welfare case plans. Special attention will be paid to current brain development research. Strategies will be discussed that promote the healthy development of children who have been abused.

SEPARATION, CHILD PLACEMENT & REUNIFICATION:

This course addresses the knowledge and skills required for child welfare workers to provide services related to child placement. It will focus on the proper use of a risk and safety assessment, the traumatic effects of separation on children and their families; placement prevention; choosing the right placement; the proper way to place children to prevent trauma; involving families in the placement process working with foster caregivers as part of the service team; strategies to promote timely reunification; and the importance of permanence for all children.

ICWIS SKILL BUILDING: PLACEMENT AND ADOPTION:

Trainees will learn how to utilize the Child Welfare Services Manual. Trainees will complete safety, risk, and needs assessments/reassessments. The curriculum will focus on making placement decisions, case planning, visitation, the hearings process, and working with biological, foster, and adoptive families. The Adoption and Safe Families Act, the Multi-Ethnic Placement Act, the Chafee Foster Care Independence Program, the Adoption Assistance Program, and the Interstate Compact on the Placement of Children will be covered. Participants will learn to use the Field Guides to Child Welfare. This orientation teaches new workers to work within the ICWIS System.

TOL: PLACEMENT AND PERMANENCY:

The Skill Reinforcement Activities provide choices for how the tasks are completed and performance criteria. The timing of the tasks depends upon the events that are occurring in the office, with families, in the community. All objectives and activities are to be overseen by the Supervisor and written documentation of date completed and assessments to be filed. The four learning Modules with Transfer of Learning (TOL) and three-week on-the-job Skill Reinforcement (OTHJSR) Module intend to develop/build particular skills and Practice standards. TOL and OTHJSR Activities represent choices the Supervisor and Worker can make to optimize the individual worker's capacity to perform the job. Some Activities **require** completion. Others are available for enriching and enhancing competence, or may be opportunities that cannot be predicted to occur (if they occur, take advantage of them!). The Supervisor and Worker can choose HOW these activities get completed in best meeting the individual worker's needs. **The Post-Test for Module IV will be administered on the first day of TOL.**

FINAL JOB PREPARATION

Skill Reinforcement

Three week Final Transfer of Learning Session

The decision to add three weeks for a final field orientation and preparation at the end of the new employee training phase is a positive step in supporting the new child welfare worker as he/she takes on the day to day responsibilities of the job. These three weeks will provide a structured “final launch” process for acclimation and preparedness for the job.

Purpose:

- **On the job practical application of the knowledge, skills and attitudes necessary to do the child welfare work**
- **Provide real practice opportunities supported by a local Master Worker and Supervisor**
- **Assess the level of competency of the new worker**
- **Identify opportunities to enhance the knowledge and skills of the new worker**

The three week sessions will have the following components:

- Assignment of Master Worker in each office for the new employee.
- Oversight meeting between the supervisor, Master Worker and new employee.
- Review and finalization of the three week Transfer of Learning plan. The plan is created by supervisor, master trainer and trainee. The plan should be driven by information that is available to the supervisor during the Training/TOL phase. (Progress Records, pre and post tests, etc.)
- Implementation of skill reinforcement plan (18 required activities) and other additional activities selected by supervisor and master worker to bolster worker's development needs.
- Final assessment and report of the new worker's performance status and “readiness for the job” in a joint meeting with the supervisor.

Required Transfer of Learning Activities: The following 18 activities will be completed and documented. They may take place during any or all of the transfer of learning opportunities throughout the whole 12 weeks of pre-service training. If possible, they should be sequenced to correspond with either the course topic or relevant events in the office. They may be completed in any sequence, not necessarily in the order of appearance on the list. Supervisors will have detailed descriptors of multiple TOL activities. The activities may be repeated to enhance transfer from one context to another, or to deepen skills.

1. Written plan for on the job skill building developed and signed by supervisor and worker. This plan must contain these 18 required activities for skill reinforcement and any additional skills identified during the development plan meeting. (Workers are required to have an on-the –job skill plan that is a joint effort of the supervisor, master worker and trainee.)
2. Enter information into ICWIS every day.
3. Participate (Observe and actively take part in) all office staff meetings and case staffing.

4. Participate (Observe and actively take part in) family team meetings.
5. Review performance expectations to be sure that trainee understands what is expected of him/her.
6. Trainee will write at least 3 letters of introduction to main community support agencies. (Schools, LEA, CASA, Court, Prosecutors office, Healthy Families coordinators, etc.) Supervisor will cosign the letters.
7. Trainee will Shadow a minimum of 3 investigations and gradually increase participation interviewing.
8. Shadow worker who is on-call and participate in at least one on-call investigation after hours.
9. Observe 1 child welfare related court proceeding, assist in completing the court documents.
10. Participate in 1 day of assisting the Intake worker, all aspects of the job. With close supervision, trainee will assist taking screening calls for half of the next day.
11. Shadow a minimum of 5 on-going home visits and gradually increase participation of interviewing. At least one of the visits must be with a family in their own home, with a child in a foster home and with one child in an institutional placement or a child in a therapeutic foster home placement.
12. Research ways and resources to communicate cross-linguistically (forms in Spanish, French, Chinese, locate interpreter services, etc.)
13. Participate in a cultural activity where trainee must learn by directly connecting with people from the "other" culture.
14. Attend 1 community meeting such as child protection team, individual education plan meeting, service provider meeting, etc.
15. Assist experienced worker with coordinating a case conference or a family team meeting if being used. Participate in the case plan conference/family team meeting and input case plan conference/family team meeting plan into ICWIS.
16. Contact regional SNAP coordinator and interview them regarding their responsibilities.
17. Review a case that ended with a Termination of Parental Rights. Read court documents and supporting evidence for the termination of parental rights ruling.
18. Introduction of trainees to their caseloads. Ongoing workers should meet as many of the families and children on their caseload as possible during this week. If worker is specifically assigned to an intake and investigation unit, worker should continue working investigations acting as the primary investigator with oversight by master worker.

Additional activities may be developed and completed, based on activities and opportunities at the office and the developmental needs of the worker.

SAMPLE TRANSFER OF LEARNING SCHEDULE

Required Ongoing Activities for Skill Reinforcement for each day of the three week final transfer of learning sessions

1. Enter information into ICWIS every day: Training Module Reference: Module II: Intake and Investigation; Module III: Case Planning; Module IV: Placement and Permanency

2. Participate (Observe and actively take part in) all office staff meetings and case staffing: Training Module Reference: Module I: Orientation and Foundations of Practice; Module II: Intake and Investigation; Module III: Case Planning; Module IV: Placement and Permanency
3. Participate (Observe and actively take part in) family team meetings: If being used at this time. Training Module Reference: Module II: Intake and Investigation; Module III: Case Planning; Module IV: Placement and Permanency

WEEK ONE—Introductions, Coaching of Intake and Investigation

Day 1

Required Activities for skill reinforcement

4. Written plan for on the job skill building developed and signed by Supervisor and Worker. This plan must contain the 18 required activities for skill reinforcement and any additional skills identified during the skill development plan meeting. (Workers are required to have an on-the job skill plan. Plan will be a joint effort of supervisor, master worker and trainee)
5. Review performance expectations to be sure that trainee understands what is expected of him/her.
6. Trainee will write at least 3 letters of introductions to main community support agencies. (Schools, LEA, CASA, Court, Prosecutors office, Healthy Families Coordinators, etc.) Supervisor will co-sign letters. Training Module Reference: Module I: Orientation and Foundations of Practice; Module II: Intake and Investigation; Module III: Case Planning; Module IV: Placement and Permanency.

Steps

- Master Trainer and Supervisor meet prior to new workers arrival for the three week final transfer of learning series to review Pre and Post test data, trainer feedback and work completed during 9 week training transfer of learning sessions.
- Trainee meet with Master Trainer and Supervisor
 1. Create on-the-job skill building case plan with worker
 2. Review 18 Required Activities for skill reinforcement
 3. Elicit input from trainee as to other on the job skills that they personally feel a need for additional reinforcement and outline activities to meet those needs.
- Master worker reintroduce worker to local county office staff
- Master worker will schedule trainees on call transfer of learning activity date with an on call FCM and discuss date of future integration into the actual on call schedule
- Master worker will schedule trainees intake observation day with FCM completing intake that week.

Review of previous TOL experiences of the new worker

Supervisors and master workers will review progress reports, pre and post tests and other notes collected during the Training/TOL nine week phase. Strengths and areas needing development will be identified. Those areas needing further developed with be targeted for special attention during the 3 week session.

Days 2-5 of week one:

Activities for skill reinforcement:

7. Shadow a minimum of 3 investigations and gradually increase participation of interviewing. Training Module Reference: Module II Intake and Investigation
8. Shadow worker who is on-call and participate in at least one on-call investigation after hours. Training Module Reference: Module II Intake and Investigation
9. Observe 1 child welfare related court proceeding, assist in completing the court documents. Training Module Reference: Module II Intake and Investigation
10. Participate in 1 day of assisting the Intake workers, all aspects of the job. With close supervision assist taking screening calls for half the next day. Training Module Reference: Module II Intake and Investigation

STEPS

- The new employee will begin shadowing the Master Worker (or other skilled worker selected by the Master Worker) concentrating on each of the areas listed above for week one.
- The new worker (under the direction of the Master Worker) will begin to take CPS reports and begin to conduct investigations along with the Master Worker
- The Master Worker will critique the work of the new worker on processing these reports and coach on necessary areas needing improvement.
- New employee will enter relevant data into ICWIS (under supervision of the Master worker each day.)
- New worker will record observations from office and field experience and link them to learning outcomes of training modules. (Reflection paper)
- Master Worker will record assessment of new worker progress (performance expectations)
- Master Worker will make a brief report to the supervisor on the worker's progress and any issues that are of concern.

Days 5-10 of week two: Case Planning:

Activities for skill reinforcement:

11. Shadow a minimum of 5 on-going home visits and gradually increase participation of interviewing. At least one of the visits must be with a family in their own home, with a child in a foster home and with a child in institutional placement or a child in therapeutic foster home. Training Module Reference: Module II: Intake and Investigation; Module III: Case Planning; Module IV: Placement and Permanency
12. Research Ways and resources to communicate cross-linguistically (forms in Spanish, French, Chinese, locate interpreter services, etc.) Training Module Reference: Module III: Case Planning
13. Participate in a cultural activity where trainee must learn directly by connecting with people from the "other" culture. Training Module Reference: Module III: Case Planning
14. Attend 1 community meeting such as child protection team, individual educational plan conference, service provider meeting, etc. Training Module Reference: Module II: Intake and Investigation; Module III: Case Planning; Module IV: Placement and Permanency
15. Assist experienced worker with coordinating a case conference or family team meeting if being used. Attend and participate in the case plan conference/family team meeting. Input case plan conference final plan or family team meeting

information into ICWIS: Training Module Reference: Module 1: Orientation and Foundations of Practice; Module II: Intake and Investigation; Module III: Case Planning

STEPS

- The new employee will begin shadowing the Master Worker (or other competent workers selected by the Master Worker) concentrating on each of the areas noted for week two.
- Master Worker will allow the new worker to conduct interviews on home visits on the Master Worker's case load. If Master worker is not assigned to an ongoing caseload, the master worker will arrange for trainee to shadow a skilled ongoing worker.
- The Master Worker will critique the performance of the new worker on skills used in the home visit, correcting and coaching where necessary
- New employee will enter relevant data into ICWIS (under supervision of Master Worker) where appropriate
- New worker will record observations from office and field experience and link that to learning outcomes of training modules. (Reflection Paper)
- Master Worker will record assessment of new worker progress (Performance expectations)
- Master Worker will make a brief report to the supervisor on the worker's progress and any issues that are of concern.

Days 11-15 of week three: Placement and Permanency:

Activities for skill reinforcement

16. Contact Regional SNAP coordinator and interview them regarding their responsibilities. Training Module Reference: Module IV: Placement and Permanency
17. Review a case that ended with a Termination of Parental Rights. Read court documents and supporting evidence for the termination of parental rights ruling. Training Module Reference: Module II: Intake and Investigation; Module III: Case Planning; Module IV: Placement and Permanency
18. Introduction of trainees to their caseloads. Ongoing workers should meet as many of the families and children on their caseload as possible during this week. If worker is specifically assigned to an intake and investigation unit, worker should continue working investigations acting as the primary investigator with oversight by the master worker. Training Module Reference: Module II: Intake and Investigation; Module III: Case Planning; Module IV: Placement and Permanency

STEPS

- The new employee will begin shadowing the Master Worker (or another skilled worker) concentrating on each of the areas noted above.
- New employee will enter relevant data into ICWIS (under supervision of Master Worker) where appropriate and approval by supervisor
- New worker will record observations from office and field experience and link to learning outcome of training modules.
- Master Worker will record assessment of new worker progress (performance expectations)
- Supervisor will review with the new worker the proposed first cases (if an on-going worker) and introduce the worker to the families on the caseload
- The new worker will be required to thoroughly review his/her cases and indicate in detail to the supervisor his/her approach to case work with the family.
- The CPS new worker will continue to take reports of suspected child abuse or neglect and perform increasingly complex tasks under the supervision of the Master Worker
- Master Worker will make a final report to the supervisor on the worker's progress and any issues that are of concern.
- Final meeting of the supervisor, Master Worker and the new employee to discuss the performance of the new worker and determine "readiness to work".

Review of ALL TOL experiences of the new worker:

Supervisors and master workers will review progress reports, pre and post tests and other notes collected during the Training/All TOL days. Strengths and areas needing development will be identified. An assessment and recommendation for graduation will then be made.

SELF CARE, COUNTY DISCUSSION, WRAP-UP, AND GRADUATION:

Upon the successful completion of this training program, the final day will prepare the trainees to focus on how they personally make the training-to-active-work transition. This day will be about both tangible and intangible tools needed to successfully bridge this gap. It is designed to send effectively trained case managers into the workplace on a positive note and may offer many surprises.